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ABSTRACT

The evaluation of a one-week training course for position classification trainees and personnel specialists is described. The study population included 29 Government employees in grades 5 through 9, 14 of whom were position classification trainees and 15 of whom were interns or personnel specialists. The evaluation study outline was as follows: A. Course selected for evaluation; B. Learners pre-assessed by assumptions by the Personnel Management Training Center staff and by analysis of participants' present job responsibilities; C. Course objectives stated in terms that are behavioral, observable, and measurable; D. Evaluation instruments established; E. Course designed; F. Course conducted and evaluation data gathered; G. Evaluation data analyzed; H. Conclusions formed from evaluation data; I. Recommendation made for course redesign; and J. Evaluation model redesigned. The course selected for study was "Position Classification and the Management Process." A Summary Chart presents objectives, methods of observation, and acceptable level of performance. Ten attachments provide the evaluation instruments; these are 1. 50-item objective pre-test; 2. 50-item objective post-test; (attachment 3 is a test-item distribution chart for both the pre- and post-test); 4. Learner self-assessment questionnaire and Supervisor assessment questionnaire; 5. Training work product rating scale; 6. Student work sheet for evaluation of positions; 7. Checklist for desk audit; 8. Evaluation of specific content items; 9. Evaluation of resources, methods, and materials; 10. Evaluation of instructor; and 11. Evaluation of environmental features. (DB)

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UNITED STATES CIVIL SERVICE COMMI
Bureau of Training
Personnel Management Training Ce

An evaluation model designed to measure the effectiveness of a one-week training course, POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS

June 1970

ACO 12641

C O N T E N T S

		Page
I.	Title	1
II.	Outline of the Study	1
III.	Course Selected for Study	1
IV.	Learner Pre-Assessed	2
V.	Course Objectives	2
	Chart	4
VI.	Evaluation Instruments	7
VII.	Course Design	31
VIII.	Summary and Analysis of Evaluation Data	35
IX.	Conclusion	46
X.	Recommendations	46

I. TITLE

An evaluation model designed to measure the effectiveness of a one-week training course, "Position Classification and the Management Process."

II. OUTLINE OF THE STUDY

A. Course selected for evaluation

B. Learners pre-assessed by:

1. Assumptions by the Personnel Management Training Center staff
2. Analysis of participants' present job responsibilities

C. Course objectives stated in terms that are:

1. Behavioral
2. Observable
3. Measurable

D. Evaluation instruments established

E. Course designed

F. Course conducted and evaluation data gathered

G. Evaluation data analyzed

H. Conclusions formed from evaluation data

I. Recommendation made for course redesign

J. Evaluation model redesigned

III. COURSE SELECTED FOR STUDY

"Position Classification and the Management Process" conducted March 2 through 6, 1970. In addition, the evaluation model will be applied to the June 22 through 26, 1970 session.

IV. LEARNER PRE-ASSESSED

A. Assumptions by the Personnel Management Training Center staff

1. Employees will be involved in position classification or related personnel work with one year or less of technical experience
2. Majority will be in grades 5 through 9
3. Majority will be recent college graduates with a wide variety of college majors
4. Most will have passed the Federal Service Entrance Examination which is a general learning ability test that includes measures of

   a. Ability to understand and use written language, and
   b. Ability to understand, interpret, and solve problems presented in quantitative terms

B. Analysis of participants' job responsibilities

The actual population in the study includes a total of 29 participants at the grades 5 through 9 level. Fourteen of the participants are position classification trainees, who will apply the learned skills and knowledges directly to their present jobs. The remaining 15 participants are being cross-trained and the course is considered developmental. This group consists of interns or personnel specialists in other functional areas of personnel, e.g., staffing or employee-management relations. The skills and knowledges acquired in this course by the latter group will be applied indirectly to their present jobs. The evaluation data is reported and analyzed for both groups. The position classification trainees will be referred to as the "training group," and the group that was in the course for developmental purposes will be referred to as the "developmental group."

V. COURSE OBJECTIVES

A. Each learner will be able to demonstrate understanding of the following fundamentals of position classification:

1. Terminology
2. Basic legislation
3. Structure of the system
4. Methodology, techniques, and procedures
5. General policy and philosophy of the system
6. Trends in the field
7. Principles

B. Using the above knowledge, the learner will be able to demonstrate skill in the following:

8. Desk audit
9. Analysis of position classification standards
10. Analysis of job information
11. Evaluation of positions
12. Writing position descriptions
13. Writing evaluation statements
14. Dealing effectively with line officials and employees

C. The learner will be able to demonstrate an understanding of the following fundamentals of the wage system:

15. Terminology
16. Basic authority
17. Structure of the system
18. General policy and philosophy of the system

D. Using the above knowledge, the learner will be able to demonstrate skill in the following area of the wage system:

19. Evaluation of positions

E. The learner will be able to demonstrate an understanding of the following fundamentals of position management:

20. General policy and philosophy of the system
21. Basic authority
22. Principles

NOTE: The chart on the following pages indicates how these objectives will be observed and the acceptable level of performance.

SUMMARY CHART: Objectives, methods of observation, and acceptable level of performance

	TERMINAL BEHAVIOR	HOW OBSERVED	ATTACHMENT	ACCEPTABLE LEVEL OF PERFORMANCE
A.	Learner will be able to demonstrate an understanding of the following fundamentals of <u>position</u> <u>classification</u>:	Pre-test	1	90% on post-test
		Post-test	2	
	1. Terminology 2. Basic legislation 3. Structure of the system	Post-assessment by learner	4	
	4. Methodology, techniques, and procedures	Post-assessment by supervisor	4	
	5. General policy and philosophy of the system 6. Trends in the field 7. Principles			
B.	Using the above knowledge the learner will be able to demonstrate skill in the following:			
	8. Desk audit	Observation by peers using checklist	7	Average rating of 3.0
		Observation by staff using checklist	7	Average rating of 3.0
		Post-assessment by learner	4	
		Post-assessment by supervisor	4	
	9. Analysis of position classification standards	Training work product	5	Rated against school solution
		Assessment by learner	4	average rating of 3.0
		Assessment by supervisor	4	

10.	Analysis of job information	Training work product	5	Rated against school solution average rating of 3.0
		Assessment by learner	4	
		Assessment by supervisor	4	
11.	Evaluation of positions	Training work product	5-6	Rated against school solution average rating of 3.0
		Assessment by learner	4	
		Assessment by supervisor	4	
12.	Writing position description	Training work product	5	Rated against school solution average rating of 3.0
		Assessment by learner	4	
		Assessment by supervisor	4	
13.	Writing of evaluation statements	Training work product	5	Rated against school solution average rating of 3.0
		Assessment by learner	4	
		Assessment by supervisor	4	
14.	Dealing effectively with line officials and employees	Assessment by learner	4	
		Assessment by supervisor	4	
C.	Learner will be able to demonstrate an understanding of the following fundamentals of the <u>wage system</u>:			
15.	Terminology	Pre-test	1	90% on post-test
16.	Basic authority	Post-test	2	
17.	Structure of the system			
18.	General policy and philosophy of the system	Assessment by learner	4	
		Assessment by supervisor	4	

D.	Using the above knowledge the learner will be able to demonstrate skill in the following area of the <u>wage system</u>:			
	19. Evaluation of positions	Training work product	5	Rated against school solution
		Assessment by learner	4	average rating of 3.0
		Assessment by supervisor	4	
E.	Learner will be able to demonstrate an understanding of the following fundamentals of <u>position management</u>:			
	20. General policy and philosophy of the system	Pre-test	1 & 2	90% on post-test
	21. Basic authority	Post-test		
	22. Principles	Training work product		Average rating of 3.0
		Assessment by learner		
		Assessment by supervisor		

VI. EVALUATION INSTRUMENTS ESTABLISHED

The following evaluation instruments will be used:

A. 50-item objective pre-test (Attachment 1)

B. 50-item objective post-test (Attachment 2)

Attachment 3 is a test item distribution chart for both the pre-test and post-test.

C. Learner self-assessment questionnaire (Attachment 4)

D. Supervisor assessment questionnaire

This will be the same as attachment 4 with modified instructions to the supervisor.

E. Training work product rating scale (Attachment 5)

F. Student work sheet for evaluation of positions (Attachment 6)

G. Checklist for desk audit (Attachment 7)

In addition to the above, several other aspects of the program will be evaluated by use of the following:

H. Evaluation of specific content items (Attachment 8)

I. Evaluation of resources, methods, and materials (Attachment 9)

J. Evaluation of instructor or discussion leader (Attachment 10)

K. Evaluation of environmental features (Attachment 11)

POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS

E X A M I N A T I O N

Questions 1 through 33 - indicate True or False, as appropriate, on the answer sheet.

Questions 34 through 50 - multiple choice - put the letter of the best answer on the answer sheet.

1. A position consists of the duties and responsibilities assigned to one employee.

2. "Series" means the same kind of work and level of difficulty.

3. An "occupational group" embraces several unrelated occupations, professions, or activities.

4. The Classification Act of 1949, as amended, provides a plan for the classification of positions under which there shall be equal pay for substantially equal work and positions shall be placed in classes and grades according to duties and responsibilities.

5. Each agency has the primary responsibility for assuring that all its positions GS-1 to GS-18 are correctly classified.

6. Position descriptions and classification standards are similar classification tools, used for similar purposes.

7. In a mixed series position, always put the position in the series of the grade controlling duties.

8. Organizational and occupational are two types of position classification surveys.

9. Typing, voucher examining, and developmental testing are examples of responsibilities.

10. The principle that Federal pay should be comparable with private enterprise is a Federal salary policy.

11. The position classification standards which have been issued follow a single format pattern.

12. Point rating classification systems require less use of judgement by the classifier than other systems.

13. The major rigidity in the Classification Act is the inflexible pay system which is presently in effect.

14. In closing an interview, the classifier should summarize his impressions as to the proper classification of the position.

15. The volume of personal contacts in a position is not in itself of major significance.

16. The base of any classification system depends on its purpose and use.

17. A new position description is required whenever there is any change in the duties assigned to a position.

18. The number of persons supervised is the primary factor to be considered in the classification of supervisory positions.

19. The Commission may audit positions in an agency or department only with the advice and consent of the head of that agency or department.

20. The occurrence of several types of tasks in any given position always increases the difficulty of the work of the position.

21. A position, involving for 15% of the time, work in reporting stenography (GS-312-5) and 85% in determining freight rates (GS-2131-5) would be classified in the GS-2131-0 series.

22. Your agency has the primary responsibility for assuring that all its positions GS-1 to GS-15 are correctly classified.

23. New position classification standards tend to avoid use of the "point system."

24. The basic concepts of the position classification system in the Federal service will never change.

25. The trend in position classification standards is toward more specific standards which help reduce the gray area of "judgement."

26. The Coordinated Federal Wage System was established by the Classification Act of 1949, as amended.

27. The 39 key ranking jobs in the Coordinated Federal Wage System are descriptions of commonly found kinds of nonsupervisory work in the Federal government.

28. The Civil Service Commission is responsible for developing and issuing basic policies and procedures for the Coordinated Federal Wage System.

29. In the Coordinated Federal Wage System, the Civil Service Commission standards prescribes how agencies should organize work and the contents of jobs.

30. Position management is the same as position classification.

31. Congress has established the criteria for the operation of an effective position management system.

32. Position classifiers have the major responsibility of implementing a position management program.

33. Position management is concerned with the impact that job design has on employee morale and attitudes.

34. Major duties are those duties which:
    a. occupy more than 10% of the time of the incumbent.
    b. are the reason for the position's existence and govern its qualification requirements.
    c. are performed in a continuous, uninterrupted manner.
    d. are presently being performed and not projected duties.

35. Positions whose duties are characterized by the application of basic or natural law,principles or theory, are considered:
    a. interdisciplinary positions.
    b. physical science positions.
    c. professional positions.
    d. research positions.

36. A supposed or implied relationship between the duties of one position and those of another in a lower grade is called:
    a. organizational parallelism.
    b. grade attraction.
    c. "full assistant" concept.
    d. impact of man on job.

37. Classes are determined by:
    a. gradual subdivision into services or schedules, occupational groups, series, and finally, classes.
    b. gradual subdivision into occupational groups, series, classes, and finally, services or schedules.
    c. gradual subdivision into services, occupational groups, series, and finally, title and grade.
    d. gradual subdivision into services or schedules, grades, series, and finally, classes.

38. The formal structure of the Federal position classification plan, defining a basic compensation schedule with 18 grades, has been established by:
    a. Civil Service Commission.
    b. Congress.
    c. Interagency Advisory Group.
    d. Executive Order.

39. Which one of the following is not considered one of the eight basic factors in position classification standards?
    a. nature and variety of work.
    b. originality required.
    c. nature of available guidelines for performance of work.
    d. individual stature in the profession.

40. In classifying a position, the first step is:
    a. determine if there are published standards.
    b. determine if the position is under the Classification Act.
    c. determine the series.
    d. determine the grade.

41. A position involves the following combination of work: 10% office machine operating, GS-350-2; 15% stenography, GS-312-4; 25% general office clerical, GS-301-4; and 50% procurement clerical, GS-2020-5. Its proper classification is:
    a. Clerk-Stenographer, GS-312-4.
    b. Clerk (Stenography), GS-301-4.
    c. Procurement Clerk (Stenography), GS-2020-4.
    d. Procurement Clerk (Stenography), GS-2020-5.

42. A part-time position is classified to the same class as:
    a. other part-time positions in the same organizational unit.
    b. full-time positions with similar duties and responsibilities.
    c. other part-time positions established for the same length of time.
    d. other permanent part-time positions.

43. Two methods for listing order of duties on a position description are the:

a. primary and secondary methods.
b. ranking and point methods.
c. sequence and random methods.
d. major duty and minor duty methods.

44. The three primary sources of facts about positions for classification purposes are:

a. the position description, mission statements, and the supervisor.
b. the incumbent, supervisor, and work samples.
c. the organizational chart, position description, and desk audit.
d. the desk audit, shop talk, and position description files.

45. Position classification is useful in which of the following management processes:

a. budgeting.
b. reduction in force.
c. performance rating.
d. all of the above.

46. When conducting a position audit the classifier finds the employee is performing work not included in this position description nor assigned by his supervisor. The classifier should:

a. ignore such duties in evaluating and classifying the position.
b. credit such duties in reaching a classification determination.
c. reach a mutual understanding with supervisor and employee, causing such duties to be eliminated or officially recognized in the position.
d. suggest to the employee that he discontinue performing such duties.

47. A duty which occupies less than 10% of an employee's time and which establishes a unique qualifications requirement

a. is considered a minor incidental duty in evaluating the position.
b. need not be included in the position description.
c. usually indicates an attempt by the supervisor to foster up-grading of his position and should be reported to management.
d. merits consideration in determining the class in which the position will be placed.

48. The position description should always reflect:

a. the duties assigned the employee upon being assigned the position.
b. the most logical group of duties for efficient operations.
c. the qualifications possessed by the current incumbent which assure the level of performance necessary for the current classification.
d. the duties and responsibilities currently required of the incumbent.

49. In the Coordinated Federal Wage System, the following four factors are used in grading nonsupervisory jobs:
    a. skill and knowledge, responsibility, physical effort, nature and variety of work.
    b. personal contacts, responsibilities, working conditions, physical efforts.
    c. working conditions, physical efforts, responsibilities, skill and knowledge.
    d. skill and knowledge, qualifications, physical effort, working conditions.

50. Position management is:
    a. the process by which we select a title and code for a group of duties that constitute an established position.
    b. the process by which decisions are made as to what duties will be incorporated into a position.
    c. the same thing as position classification.
    d. primarily a position control system.

POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS

E X A M I N A T I O N

Questions 1 through 33 - indicate True or False, as appropriate, on the answer sheet.

Questions 34 through 50 - multiple choice - put the letter of the best answer on the answer sheet.

1. The terms "grade" and "class" mean the same thing.

2. If two positions are placed in the same class, they are automatically in the same grade.

3. The three-part code assigned to the occupational structure has a symbol for the schedule, series, and grade.

4. The Classification Act of 1949, as amended, covers all white collar government employees in the Executive Branch.

5. The Civil Service Commission may at its discretion create additional grades under the Federal classification plan.

6. When applicable position classification standards issues by the Civil Service Commission exist for a position, they must be used as the governing criteria of that position.

7. In a mixed grade position, 25% of an employee's time is an illustration of what is meant by a duty that occupies a substantial part of the time.

8. The most useful and perhaps most difficult fact-finding technique in classification is the audit.

9. Meeting deadlines and seeing that adequate stocks are maintained are examples of responsibilities.

10. Grade and pay mean the same thing.

11. The position classification standards issued by the Civil Service Commission establish a uniform job evaluation system for all occupations.

12. The value of the Federal classification plan rests heavily on the classifier's use of judgement.

13. The equal pay for equal work concept contradicts the comparability pay principle.

14. A position audit is a good means of acquainting the classifier with a new occupational field.

15. The most important thing to consider under the classification factor, "Personal Relationships," is with whom the contacts are made.

16. In order to assure that the principle of equal pay for substantially equal work is maintained, all jobs must be evaluated against the same classification factors.

17. A standard position description may be used to describe similar positions found in a number of different organizational segments and classifiable in the same title, series, and grade.

18. The factor pattern is not appropriate for use in analyzing and evaluating positions for which no standards have been published.

19. Under the Classification Act of 1949, an appeal of a position to the Civil Service Commission may be made only by the employee concerned.

20. Whenever incumbents of one-of-a-kind positions change, it is wise to review such jobs to determine whether the scope of the assignment, delegations of authority, etc., will remain the same.

21. A person spending 45% of his time examining vouchers (GS-540-4), 15% typing reports and statistical tables (GS-322-3), and 40% of his time on varied clerical work (GS-301-3) would be classified as Clerk-Typist, GS-322-4.

22. If you have assurance that management has delegated certain duties to an occupied position, it should be classified on the basis of those duties, even though the incumbent is not performing them.

23. The "point system" of evaluation is found in several position classification standards.

24. The basic concepts of the position classification system will be reviewed over the next several years.

25. The trend in position classification standards is toward more general standards which can be used for several occupational groups.

26. The Coordinated Federal Wage System was established by Presidential memorandum to the heads of executive departments and agencies.

27. Thirty-nine key ranking jobs provide the framework of the 15-grade nonsupervisory structure of the Coordinated Federal Wage System.

28. The head of each executive department or agency is responsible within policies and practices of the Coordinated Federal Wage System for fixing and administering rates of pay for wage employees of his organization.

29. In the Coordinated Federal Wage System, the position description, to the extent possible, should present the relevant factor information in the same order and sequence as found in the applicable grading standard.

30. Position control is part of position management.

31. Bureau of the Budget Circular No. A-64 established criteria for the operation of an effective position management system.

32. Staff elements, such as budget, manpower utilization, management analysis, and personnel, should all assist the manager to implement an effective position management program.

33. Behavioral science applications to job design is an important consideration in position management.

34. Minor duties are typically those duties that are:
    a. performed at recurring intervals.
    b. significant in determining qualification requirements.
    c. not significant for classification purposes.
    d. projected duties not presently being performed.

35. The "journeyman concept," in connection with positions subject to the Classification Act:
    a. should be avoided because it constitutes mechanical classification.
    b. means that for every kind of work there is a generally recognized full performance level.
    c. assumes that the level is the same for all series in which a journeyman level can be discerned.
    d. can be used to establish a convenient landmark in classifying positions in certain occupations.

36. Which one of the following is <u>not</u> generally a way to resolve the appropriate series for a mixed series position:
    a. use of a mixed grade series.
    b. use of combination or "catchall" series.
    c. use of general series.
    d. use of dominant series.

37. One of the following groups of conditions describes most accurately the characteristics of a class of positions:
    a. same descriptive titles, same kind of work, same level of difficulty and responsibility, same qualification requirements.
    b. same compensation, same descriptive title, same kind of work, same level of difficulty.
    c. same level of work, same kind of work, same organizational unit, same range of compensation.
    d. same kind of work, same level of difficulty, same qualifications requirements, same supervisory or nonsupervisory responsibilities.

38. Which one of the following is <u>not</u> a primary objective of the Federal classification plan:
    a. Pay shall be based on the principle of equal pay for substantially equal work.
    b. Classification of positions shall be based on duties, responsibilities, and qualification requirements.
    c. Grades 16, 17, and 18 shall be classified by the Civil Service Commission.
    d. The position classification plan should facilitate all phases of personnel administration.

39. An example of a "new factor" used in classification standards is:
    a. Purpose and Nature of Person-to-Person Work Relationship.
    b. Nature of Supervision Received by Incumbent.
    c. Qualifications and Scientific Contributions.
    d. Nature and Variety of Work.

40. Usually, the most difficult step in classifying a position is:
    a. determining whether it is under the Classification Act.
    b. determining the series.
    c. determining the grade.
    d. determining the appropriate standard.

41. A position involves the following combination of work: 10% filing, GS-305-2; 15% stenography, GS-312-4; 25% general office clerical, GS-301-4; and 50% personnel clerical, GS-203-5. Its proper classification is:
    a. Personnel Clerk, GS-203-4.
    b. Personnel Clerk (Stenography), GS-203-5.
    c. Personnel Clerk (Stenographer), GS-203-5.
    d. Administrative Clerk (Personnel), GS-203-5.

42. A temporary position is classified to the same class as:
    a. other temporary positions paid for from the same funds.
    b. other temporary positions established for the same length of time.
    c. permanent positions paid for from the same funds.
    d. permanent positions with similar duties and responsibilities.

43. The Civil Service Commission's standard of adequacy provides that a position description is adequate if it states:
    a. principal duties, responsibilities, and supervisory relationships.
    b. introduction, duties, supervision received, and other significant facts.
    c. organizational information, principal duties, and principal responsibilities.
    d. principal duties, responsibilities, and qualification requirements.

44. Secondary sources of facts about positions for classification purposes are:
    a. mission statements, technical manuals, and the desk audit.
    b. position description files, mission statements, and shop talk.
    c. reports, organizational charts, and the supervisor.
    d. work samples, organizational charts, and reports.

45. Advantage(s) to management offered by a classification plan include:
    a. a uniform titling practice.
    b. a basis for statistical information.
    c. assistance in organizational planning.
    d. all of the above.

46. Disagreements as to facts or conflicting statements about positions:
    a. require resolution by responsible management prior to classification of the position.
    b. require no classifier action if the position description has been signed by both the supervisor and the employee.
    c. may be ordinarily resolved on the basis of the official records of the organization without referral to management.
    d. should be referred directly to the head of the agency for resolution since the original delegation of classification authority was made to him.

47. The one factor which is most closely related to determination of the kind of work is:
    a. supervisory control exercised over the work.
    b. availability of guidelines.
    c. originality of thinking required.
    d. qualification requirements of the work.

48. In conducting most classification interviews, it usually is best to:
    a. make arrangements to interview the employee at a location where he won't be interrupted by the normal work operations.
    b. interview the employee at his desk, in his shop, or other location where he normally performs his work.
    c. discuss the employee's position with him over the telephone.
    d. call the employee to the Classification Office where he can speak privately and without possible interference from his supervisor.

49. In the Coordinated Federal Wage System the factor of "Responsibility" used in grading nonsupervisory jobs covers:
    a. practical knowledge of the principles underlying the work.
    b. complexity of work.
    c. physical effort related to movements of the body.
    d. hazards involved in working with explosives or toxic materials.

50. Which of the following is <u>not</u> a position management goal:
    a. eleminate unnecessary positions.
    b. achieve efficient, productive operations.
    c. design position structures so they will tap available skills in the labor market.
    d. downgrade positions.

TEST ITEM DISTRIBUTION
FOR 50-ITEM OBJECTIVE PRE-TEST & POST-TEST

	POSITION CLASSIFICATION	WAGE SYSTEM	POSITION MANAGEMENT
Position Classification	80% (40)	10% (5)	10% (5)
1. Terminology	6		
2. Basic legislation	1		
3. Structure of the system	3		
4. Methodology, techniques, and procedures	10		
5. General policy and philosophy of the system	5		
6. Trends in the field	10		
7. Principles			
Wage System		2	
15. Terminology		1	
16. Basic authority		1	
17. Structure of the system		1	
18. General policy and philosophy of the system			
Position Management			2
20. General policy and philosophy of the system			1
21. Basic authority			2
22. Principles			

25
26 blank

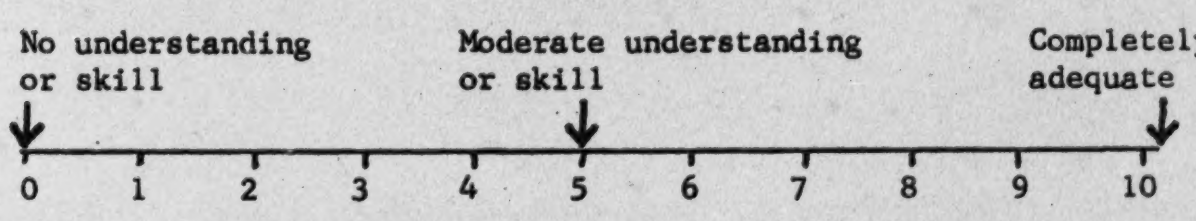
SELF-ASSESSMENT QUESTIONNAIRE

This is a self-assessment questionnaire and we will ask you to complete this before and after the course. The elements listed will be covered in the course. We would like your reaction to the importance of each element for successful performance of your job and what you feel to be your present level of understanding or skill on each element.

Please indicate beside each element the importance of the element for successful performance of your job by marking in the appropriate box:

- \- if that element is of no importance or if only minor importance
- o if that element is of some importance but not essential
- \+ if that element is essential to effective performance

In addition, please circle a number value on the scale beside each element which best indicates the understanding or skill you feel you presently possess. You may circle any number on the scale. The scale is as follows:



Understanding is evidenced by the ability to define, describe or cite the major aspects of the element.

Skill is evidenced by the ability to apply the major aspect of the element.

In addition to the questionnaire, please answer the following:

Do you presently have classification responsibilities ___/ Yes ___/ No

NAME OF EMPLOYEE _____

NAME OF SUPERVISOR _____

DATE _____

		Importance to job Mark One - o +	Number value which best indicates present understandin or skill. Circle number.
I.	Understanding of the following fundamentals of employee development:		
	1. Terminology	▱	0 1 2 3 4 5 6 7 8 9 10
	2. Basic Legislation	▱	0 1 2 3 4 5 6 7 8 9 10
	3. Structure of the System	▱	0 1 2 3 4 5 6 7 8 9 10
	4. Methodology, Techniques and Procedures	▱	0 1 2 3 4 5 6 7 8 9 10
	5. General Policy and Philosophy of the System	▱	0 1 2 3 4 5 6 7 8 9 10
	6. Trends in the Field	▱	0 1 2 3 4 5 6 7 8 9 10
	7. Principles	▱	0 1 2 3 4 5 6 7 8 9 10
II.	Skill in the following:		
	8. The Desk Audit	▱	0 1 2 3 4 5 6 7 8 9 10
	9. Analysis of Position Classification	▱	0 1 2 3 4 5 6 7 8 9 10
	10. Analysis of Job Information	▱	0 1 2 3 4 5 6 7 8 9 10
	11. Evaluation of Positions	▱	0 1 2 3 4 5 6 7 8 9 10
	12. Writing of Position Descriptions	▱	0 1 2 3 4 5 6 7 8 9 10
	13. Writing of Evaluation Statements	▱	0 1 2 3 4 5 6 7 8 9 10
	14. Dealing Effectively with Line Officials and Employees	▱	0 1 2 3 4 5 6 7 8 9 10

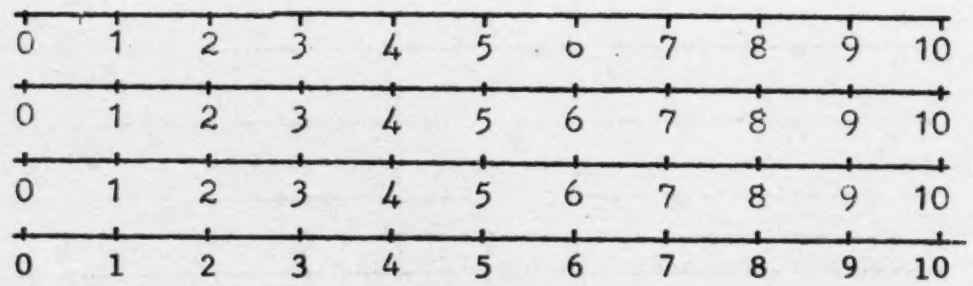
III. Understanding of the following fundamentals of the Wage System:

15. Terminology

16. Basic Authority

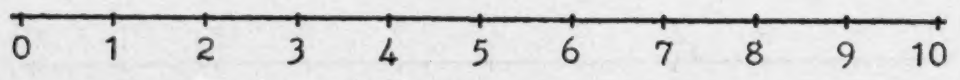
17. Structure of the System

18. General Policy and Philosophy of the System



IV. Skill in the following area of the **Wage System**:

19. Evaluation of Positions

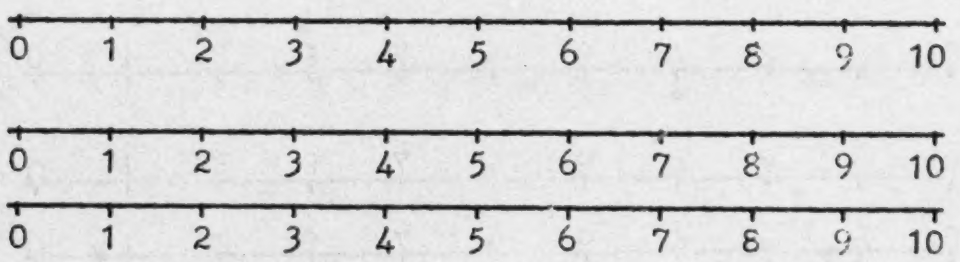


V. Understanding of the following fundamentals of Position Management:

20. General Policy and Philosophy of the System

21. Basic Authority

22. Principles



TRAINING WORK PRODUCT RATING SCALE

Training work products will be rated against the school solution using the following scale:

5 - Excellent - considerably better than average

4 - Good - better than average

3 - Average - acceptable

2 - Below average - needs some improvement

1 - Poor - needs a great deal of improvement

Attachment 6

NAME_____

STUDENT WORK SHEET FOR EVALUATION OF POSITIONS

RECOMMENDED CLASSIFICATION

TITLE SERIES GRADE

Brief Statement of Rationale for Recommended Classification:

Attachment 7

CHECKLIST FOR DESK AUDIT

NAME of Auditor _____

NAME of Rater _____

1. What sources did the auditor use to prepare for the audit?

2. How well did the auditor:	Excellent (5)	Good (better than average) (4)	Average (acceptable) (3)	Below Average (needs some improvement) (2)	Poor (needs a great deal of improvement) (1)
a) Introduce himself and state the reason for his coming?	____	____	____	____	____
b) State his questions so that they were easily understood?	____	____	____	____	____
c) Listen to the interviewee?	____	____	____	____	____
d) Put the interviewee at ease?	____	____	____	____	____
e) Have a friendly manner?	____	____	____	____	____
f) Display a frank and honest attitude?	____	____	____	____	____
g) Close the audit?	____	____	____	____	____

3. What were some of the major strengths of the audit?

4. What were some of the major weaknesses of the audit? What areas need improvement?

EVALUATION OF SPECIFIC CONTENT ITEMS

Please indicate your reaction to the amount of coverage devoted to each of the following program items:
(check the appropriate column)

Program Item	Too Little	Too Much	About Right
Position Classification:			
1. Terminology			
2. Basic Legislation			
3. Structure of the System			
4. Methodology, Techniques and Procedures			
5. General Policy and Philosophy of the System			
6. Trends in the Field			
7. Principles			
8. Desk Audit			
9. Analysis of Position Classification Standards			
10. Analysis of Job Information			
11. Evaluation of Positions			
12. Writing of Position Descriptions			
13. Writing of Evaluation Statements			
14. Dealing Effectively with Line Officials and Employees			
Wage System			
15. Terminology			
16. Basic Authority			
17. Structure of the System			
18. General Policy and Philosophy of the System			
19. Evaluation of Positions			
Position Management			
20. General Policy and Philosophy of the System			
21. Basic Authority			
22. Principles			

NAME _____

29

Attachment 9

EVALUATION OF RESOURCES, METHODS AND MATERIALS

Please indicate your reaction to the following:

	Too Little	Too Much	About Right
1. Pre-course assignments			
2. Civil Service Commission instructors and lecturers			
3. Non-Civil Service Commission instructors and lecturers			
4. Length of presentations			
5. Opportunity for discussion			
6. Workshops			
7. Evening assignments			
8. Handout materials			
9. Visual and related aids			
10. Breaks			
11. Length of course			

NAME_____

EVALUATION OF INSTRUCTOR OR DISCUSSION LEADER

Instructor_____

Session Title_____

Please put a circle around the number on the scale at the right which best represents your opinion of the leader's performance.

Scale of Rating

5 - Excellent (well above average)

4 - Good (better than average)

3 - Average (acceptable)

2 - Below average (needs some improvement)

1 - Poor (needs a great deal of improvement)

Evaluation

1.	Was prepared for presentation	1	2	3	4	5
2.	Knew his subject	1	2	3	4	5
3.	Covered the subject adequately	1	2	3	4	5
4.	Expressed his ideas clearly and simply	1	2	3	4	5
5.	Used concrete, practical illustrations	1	2	3	4	5
6.	Used instruction aids effectively	1	2	3	4	5
7.	Spoke clearly and distinctly	1	2	3	4	5
8.	Held the interest of the group	1	2	3	4	5
9.	Involved the group	1	2	3	4	5
10.	Motivated the group	1	2	3	4	5
11.	Helped the group to apply his material	1	2	3	4	5
12.	Summarized his presentation	1	2	3	4	5

EVALUATION OF ENVIRONMENTAL FEATURES

Please indicate your reaction to the following questions:	YES	NO
1. Was the room properly lighted?		
2. Was the room properly heated?		
3. Was the room properly ventilated?		
4. Did the room location avoid outside noise and other distractions?		
5. Were the seats comfortable?		
6. Could the participants see well?		
Could the participants hear well?		

7. How could the physical setting or arrangements be improved?

NAME _____

VII. COURSE DESIGN

Summary of Topic, Instructional Method, Objectives and Evaluation Method

First Day	Topic	Instructional Method	*Objectives	Evaluation Method
8:45	Structure and Objectives			
9:15	Position Classification as Part of Management	Lecture with questions Outside readings	(5) General Policy and Philosophy of the System (6) Trends in the Field (7) Principles	
10:30	Review of Workbook (Workbook completed before course begins)	Discussion	(1) Terminology (3) Structure of the System (5) General Policy and Philosophy of the System (7) Principles	Pre-Post Objective Test and Questionnaires**
11:00	Basic Concepts, Structure and Administration of the Federal Position Classification Plan	Lecture with questions Outside readings	(1) Terminology (2) Basic Legislation (3) Structure of the System (5) General Policy and Philosophy of the System (7) Principles	Pre-Post Objective Test and Questionnaires**
1:00	Classification Factors	Lecture with questions Outside readings	(1) Terminology (7) Principles	Pre-Post Objective Test and Questionnaires**

*(The number in this column refers to the same number in the list of objectives)

**Questionnaires refers to Self-Assessment and Supervisor's Questionnaires

	Topic	Method	Objectives	Evaluation Method
2:45	Classification of a Position	Workshop	(4) Methodology, Techniques, and Procedures (10) Analysis of Job Information (11) Evaluation of Position	Training Work Product and Questionnaires

Second Day

8:45	Analysis of Position Classification Standards	Discussion and Workshop	(9) Analysis of Position Classification Standards	Training Work Product and Questionnaires
10:30	Classification of a Position	Workshop	(11) Evaluation of Positions	Training Work Product and Questionnaires
1:00	Classification of Positions (several different standards)	Workshop	(11) Evaluation of Positions	Training Work Product and Questionnaires

Third Day

8:45	Fact Finding Techniques	Lecture with questions Outside readings	(1) Terminology (4) Methodology, Techniques and Procedures	Pre-Post Objective Test and Questionnaires
10:30	Demonstration Desk Audit	Video tape and Group discussions	(4) Methodology, Techniques and Procedures	Pre-Post Objective Test and Questionnaires

	Topic	Method	Objectives	Evaluation Method
1:00	Practice Desk Audits	Role-playing	(8) Skill in the Desk Audit	Observation by peers Observation by Staff Questionnaires
2:30	Classification of a Position and Writing of Evaluation Statements	Workshop	(11) Evaluation of Positions (13) Writing of Evaluation Statements	Training Work Product and Questionnnaires

Fourth Day

8:45	Writing of a Position Description	Lecture with questions Outside readings	(4) Methodology, Techniques and Procedures	Pre-Post Objective Test and Questionnaires
10:30	Writing of a Position Description	Workshop	(12) Writing of Position Descriptions	Training Work Product and Questionnaires
1:00	The Federal Coordinated Wage System	Lecture with questions Outside readings	(15) Terminology (16) Basic Authority (17) Structure of the System (18) General Policy and Philosophy of the System	Pre-Post Objective Test and Questionnaires
2:30	Evaluation of Wage System Positions	Workshop	(19) Evaluation of Wage System Positions	Training Work Product and Questionnaires

Fifth Day

8:45	Dealing Effectively with Line Officials and Employees	Lecture with questions	(5) General Policy and Philosophy of the System	Pre-Post Objectives Test and Questionnaires

	Topic	Method	Objectives	Evaluation Method
1:00	Position Management	Lecture Film Workshop	(20) General Policy and Philosophy of the System (21) Basic Authority (22) Principles	Pre-Post Objective Test and Questionnaire Training Work Product
3:30	**Post-test**			

VIII. SUMMARY AND ANALYSIS OF EVALUATION DATA

A. Fifty-item pre-test and fifty-item post-test. These instruments are designed to measure the knowledge level of the participant as he enters the course and also at the end of the course. The post-test is an alternate version of the pre-test.

1. Findings

	PRE-TEST		POST-TEST	
	Range (right answers)	Median	Range (right answers)	Median
Training group	29-41	34	32-43	38
Developmental group	25-41	33	33-49	41

2. Analysis of findings. The results indicate an increase of knowledge for both groups. The percentage increase for the training group is 8% and for the development group 16%. Our stated acceptable level of performance for the post-test was 90% (45 right answers). This goal was not met and appears to be unrealistic.

   The pre-test is used primarily to establish base line data for post-test comparison, but it is also valuable as a diagnostic tool in assessing individual students. Used for both purposes, the pre-test/post-test design for knowledge objectives is a valuable evaluation instrument.

B. Pre/Post assessment questionnaire by learner and supervisor. These instruments are designed to measure the participant's and supervisor's perception of the importance of the course's knowledge and skill objectives for successful performance of the learner's job, and to measure their perception of the learner's knowledge and skill level before and after the course.

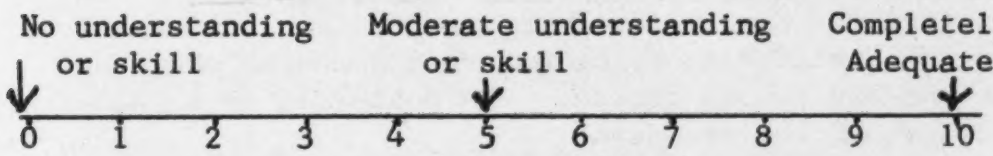
   The scale for rating the importance of the objectives for successful job performance is as follows:

   - if that element is of no importance or of only minor importance

   o if that element is of some importance but not essential

   + if that element is essential to effective performance

The scale for indicating the learner's knowledge or skill level is as follows:



1. Findings: A summary of the findings is as follows:

a. Training group

	LEARNER			SUPERVISOR		
	Importance to job	Number value Pre/Post		Importance to job	Number value Pre/Post	
Knowledge of position classification	+	4	6	+	4	6
Skill in position classification	+	4	6	+	4	6
Knowledge of wage system	0	4	5	0	4	5
Skill in wage system	0	2	5	+	2	6
Knowledge of position management	0	2	5	+	3	6

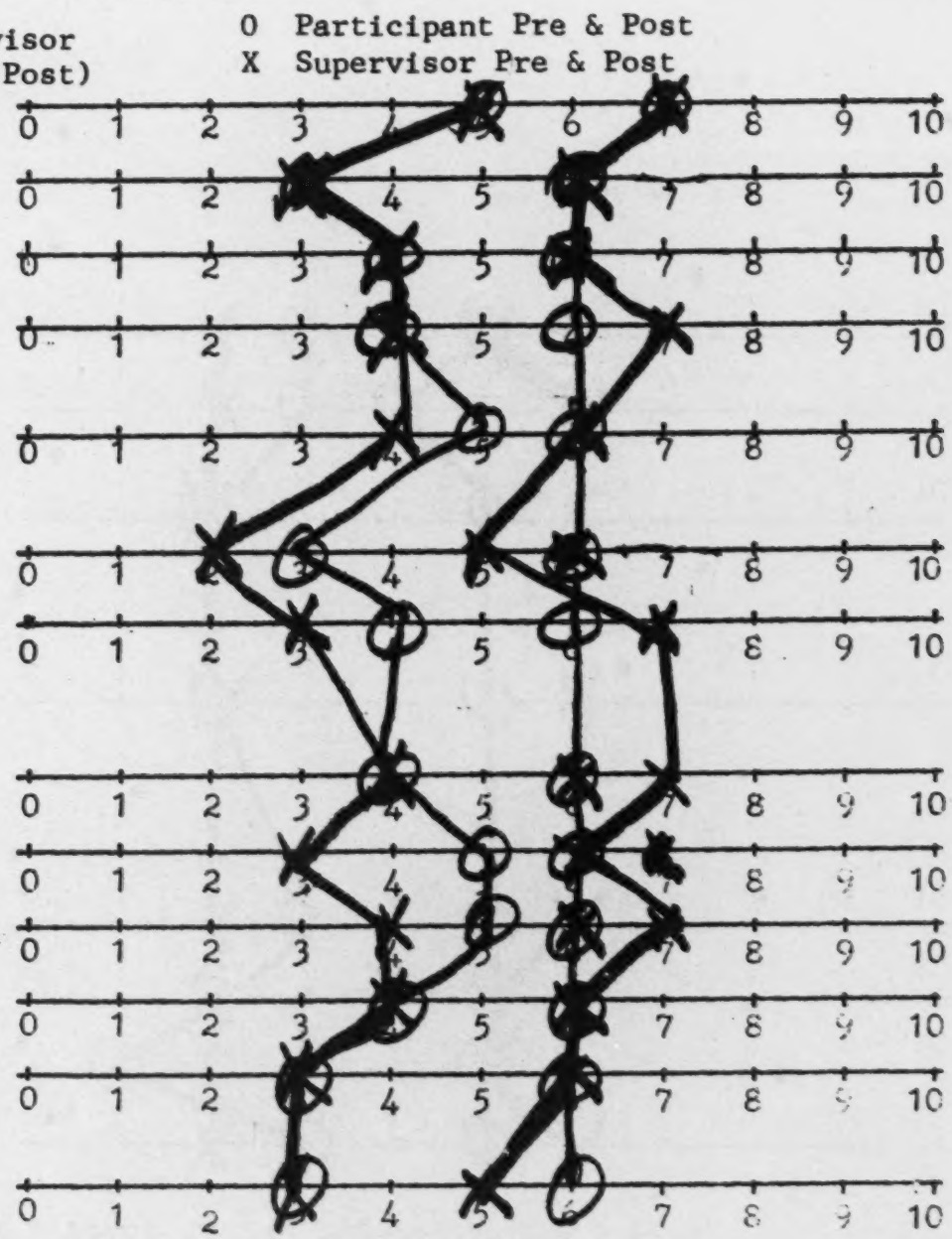
b. Developmental group

	LEARNER			SUPERVISOR		
	Importance to job	Number value Pre/Post		Importance to job	Number value Pre/Post	
Knowledge of position classification	+	3	6	+	3	6
Skill in position classification	+	2	6	+	2	5
Knowledge of wage system	+	1	4	0	1	5
Skill in wage system	0	0	5	0	0	4
Knowledge of position management	0	0	5	0	2	5

2. A detailed listing of findings is as follows:

TRAINING GROUP

		Importance to job Mark One - o + (Participant Pre & Post) (Supervisor Pre & Post)	Number value which best indicates present understanding or skill. Circle number.
I.	Understanding of the following fundamentals of Position Classification		
	1. Terminology	+ □ +	
	2. Basic Legislation	o □ o	
	3. Structure of the System	+ □ +	
	4. Methodology, Techniques and Procedures	+ □ +	
	5. General Policy and Philosophy of the System	+ □ +	
	6. Trends in the Field	+ □ o	
	7. Principles	+ □ +	
II.	Skill in the following:		
	8. The Desk Audit	+ □ +	
	9. Analysis of Position Classification	+ □ +	
	10. Analysis of Job Information	+ □ +	
	11. Evaluation of Positions	+ □ +	
	12. Writing of Position Descriptions	+ □ +	
	13. Writing of Evaluation Statements	+ □ +	



III. Understanding of the following fundamentals of the Wage System:

(Participant Pre & Post) (Supervisor Pre & Post)

0 Participant Pre & Post
X Supervisor Pre & Post

15. Terminology

16. Basic Authority

17. Structure of the System

18. General Policy and Philosophy of the System

IV. Skill in the following area of the **Wage System**:

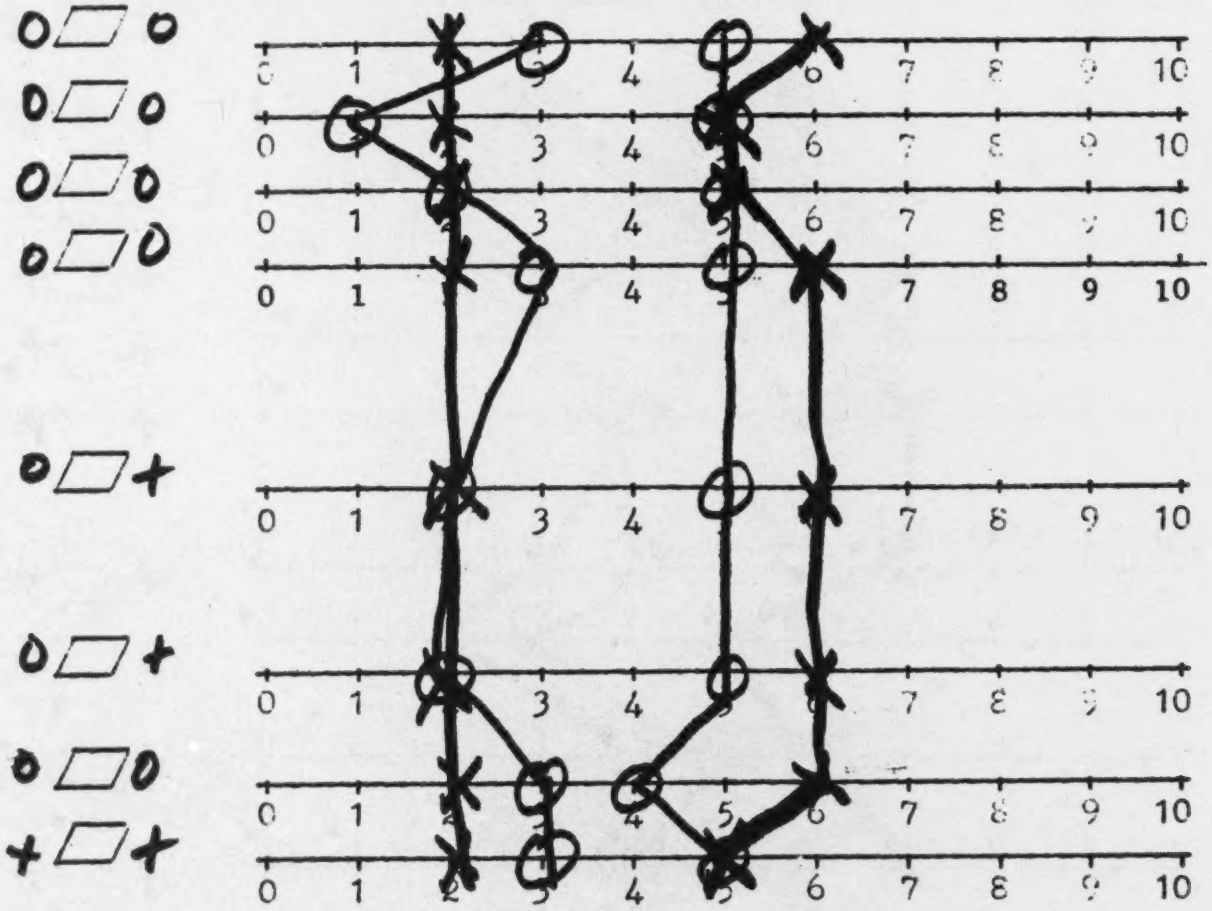
19. Evaluation of Positions

V. Understanding of the following fundamentals of Position Management:

20. General Policy and Philosophy of the System

21. Basic Authority

22. Principles



DEVELOPMENTAL GROUP

I. Understanding of the following fundamentals of Position Classification

Importance to job Mark One - o + (Participant Pre & Post) (Supervisor Pre & Post)

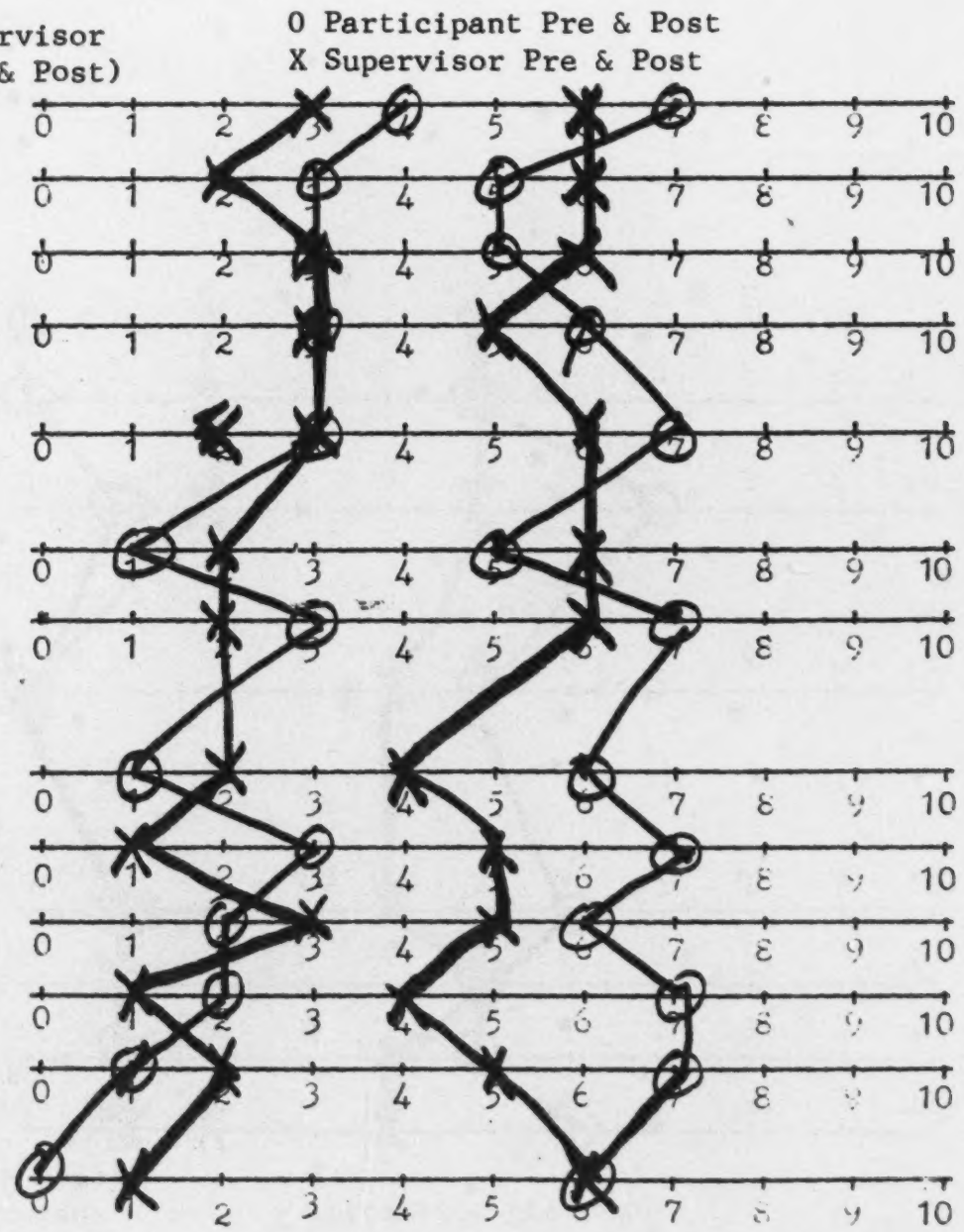
Number value which best indicates present understanding or skill. Circle number.

0 Participant Pre & Post
X Supervisor Pre & Post

1. Terminology
2. Basic Legislation
3. Structure of the System
4. Methodology, Techniques and Procedures
5. General Policy and Philosophy of the System
6. Trends in the Field
7. Principles

II. Skill in the following:

8. The Desk Audit
9. Analysis of Position Classification
10. Analysis of Job Information
11. Evaluation of Positions
12. Writing of Position Descriptions
13. Writing of Evaluation Statements



III. Understanding of the following fundamentals of the Wage System:

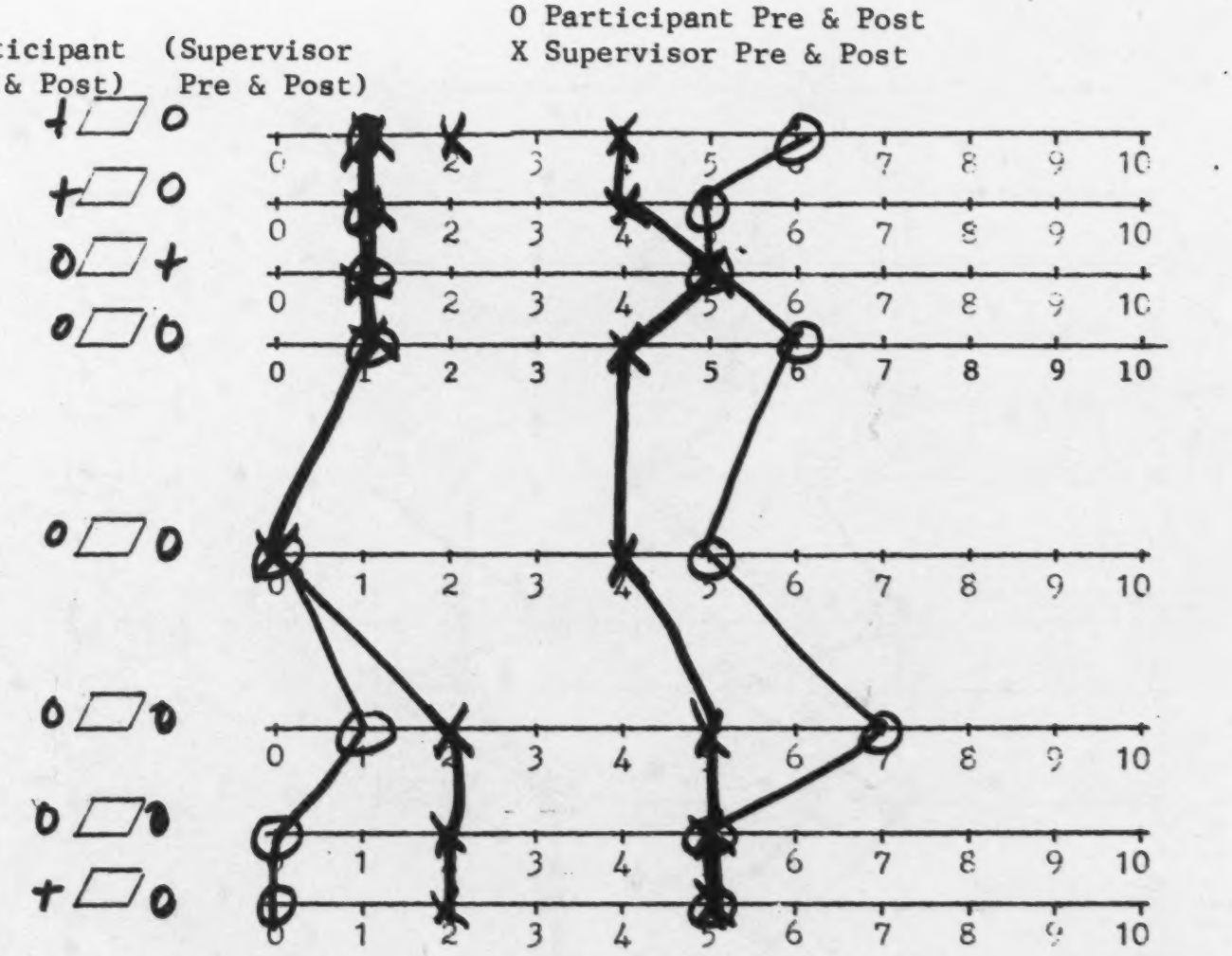
15. Terminology
16. Basic Authority
17. Structure of the System
18. General Policy and Philosophy of the System

IV. Skill in the following area of the Wage System:

19. Evaluation of Positions

V. Understanding of the following fundamentals of Position Management:

20. General Policy and Philosophy of the System
21. Basic Authority
22. Principles



2. Analysis of findings

a. Importance of elements for successful job performance

Knowledge of position classification and skill in position classification were considered essential for effective job performance by supervisors and learners in both the training group and the developmental group. This confirms our assumptions about the importance of these elements for both groups and reinforces our decision to continue to accept a heterogeneous group of learners. In addition, it tends to support our decision to devote 80% of the course to these two general objectives.

Knowledge of the wage system, skill in the wage system, and knowledge of position management are generally considered, by both the learner and the supervisor, of some importance but not essential for successful job performance for both groups. There are two exceptions: knowledge of the wage system is considered essential to effective job performance by the learners in the developmental group; and skill in the wage system and knowledge of position management are considered essential to effective job performance by supervisors of the training group.

The above reinforced our decision to introduce the wage system and position management in the course but not to emphasize these topics. The wage system constitutes 10% of the course and position management constitutes another 10%. Position management is emphasized in other training courses offered by the Personnel Management Training Center, and in fact is the subject of one three-day course.

b. Pre/Post number value assessment for each element

Supervisors of both groups, and learners, indicated almost identical ratings on both pre and post assessments. This seems to indicate an accurate perception of where the learner began and where he ended in terms of the learning experience.

The developmental group rated lower than the training group on all pre-assessment elements by both learner and supervisor but tended to rate about the same as the training group on post-assessment.

The actual point value increased in all areas. The greatest increases were in the area of: knowledge of the wage system, skill in the wage system, and knowledge of position management. Both group entered with "little or no knowledge" and left with "moderate knowledge or skill." The actual point values could be turned into percentages but this is not too meaningful since these number values are only perceptions.

The most difficult data to collect was the post assessment data from supervisors. Several supervisors indicated that they could not complete the post-assessment for a variety of reasons which included:

- employee assigned to a personnel functional area other than position classification

- difficult to measure the effect of a one-week training course on actual change in job behavior

- not enough time after completion of the course to effectively measure any change in behavior. (The post-assessment questionnaire was sent to supervisors three weeks after the completion of the course.)

3. Training work products

   a. Training work products are evaluated against school solutions using the following scale:

      5 - Excellent - considerably better than average

      4 - Good - better than average

      3 - Average - acceptable

      2 - Below average - needs some improvement

      1 - Poor - needs a great deal of improvement

      N/C - Not complete

   b. Training work products included:

	Trng. group median	Devmntl. group
(1) Findings		
(a) Written analysis of standards		
- clerk-typist, GS-322	5	5
- payroll clerk, GS-544	5	5
(b) Written classification of positions		
- clerk-typist	5	5
- payroll clerk	5	5
- mixed-series, mixed-grade (clerical)	4	4
- supervisor position (Part I)	4	4
- supervisory position (Part II)	4	4
- engineer position	5	5
(c) Writing of position descriptions		
- P.D. #1 pre-test	4	3
- P.D. #1 post-test	5	5
- P.D. #2	5	5

(2) Analysis of findings

Training work products are designed to simulate the actual job situation of the position work classifier. The majority of all training products were acceptable. This is the best evaluation technique for measuring the application of knowledge of the skill objectives. This technique provided continuous feedback to both the instructor and the students.

4. Practice desk audit

The checklist is designed to evaluate the participant's skill in a role-play desk audit. Participants are evaluated by their peers.

a. Findings

	Median
Training group	5
Developmental group	5

b. Analysis of findings

This instrument has as its major value "feedback" to the participant. The "desk audit" is a difficult task to simulate because of the many variables involved in the real situation.

5. Evaluation of specific content items

This instrument is designed as a reaction checklist. The participants are asked to indicate the amount of coverage devoted to each of the program objectives in terms of "too little," "too much," "about right."

a. Findings

The majority of the participants checked all items "too little."

b. Analysis of findings

Participants felt that more time should have been spent on all items and that the course should have been longer.

6. Evaluation of resources, methods, and materials

This instrument is designed as a reaction checklist. The participants are asked to react to a number of items in terms of "too little," "too much," "about right."

a. Findings

The majority of participants checked all items "too little," with the exception of evening assignments which was checked "too much."

b. Analysis of findings

Some participants resented recurring evening assignments. However, evening assignments are an important part of the program, and this requirement will be emphasized to the participants before the program begins.

7. Evaluation of instructors or discussion leaders

   This instrument is designed as a reaction checklist. The participants are asked to indicate their reaction to a number of items on each instructor immediately after each presentation.

   a. Findings

      The majority of participants rated all instructors "good" or "excellent" on the majority of items.

   b. Analysis of findings

      This instrument proved valuable to each instructor. It gave him information immediately after his presentation which was helpful in correcting weak aspects and in providing ego satisfaction for the good aspects. The use of this instrument improved the quality of instruction by simply requiring instructors to put greater effort into preparation.

8. Evaluation of environmental features

   This instrument is designed as a reaction checklist. Participants are asked to respond to a number of questions by answering "yes" or "no."

   a. Findings

      A number of reactions indicated that the room was not properly heated, ventilated, or free from outside noise.

   b. Analysis of findings

      This information is helpful and will be used to try to improve future classroom situations.

9. Oral critique by participants at end of program

   a. Findings

      Overall reaction indicated that the course was very good, but there was a strong negative reaction to the evaluation phase of the program. They felt that too much time had been devoted to evaluation and that the constant requirements for evaluation were "oppressive."

b. Analysis of findings

The constant evaluation imposed a great deal of pressure on the participants and a reverse "Hawthorne effect" was reflected in the oral critique. This feeling will be taken into account in presenting the next program, and the instructors will attempt to lessen the pressure that evaluation tends to create.

IX. Conclusions

The design and application of this model resulted in modification and improvement of the training program. The strengths of the model are:

- provides data on the students as they enter the course; this is an absolute necessity for evaluation
- identifies specific training needs for the actual group of participants
- provides specific data on individual participants which is an excellent diagnostic tool for the instructor
- provides immediate and continuous feedback to the instructors and the participants.

The limitations of the model are:

- it is time-consuming to design and administer
- there is a large amount of time devoted to tabulating data
- it does not appear to be effective in measuring application of knowledge and skill back on the job
- it does not attempt to measure attitudes.

The above strengths outweigh the limitations. The design of this model has applicability to other training programs conducted by the Personnel Management Training Center.

X. Recommendations

The next Position Classification and the Management Process course will be conducted during the week of June 22-26, 1970. The course and the evaluation model will be slightly modified based on our experience with this program. At the conclusion of the [illegible] a trainer's guide will be developed, incorporating the complete redesign of the course and the redesign of the evaluation model.

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